



State of Rhode Island
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Enclosure 5a2
December 8, 2020

Angélica Infante-Green
Commissioner

December 8, 2020

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner *A. Infante*

RE: **Rhode Island Nurses Institute Middle College Charter School – Proposal for an Expansion**

In accordance to R.I.G.L. §16-77.4-3, proposals for a new charter require the action of the Council of Elementary and Secondary Education. Further, when considering the overall merits of a proposed charter, R.I.G.L. § 16-77.3-3 requires the Council to place substantial weight on the fiscal impact on the city or town, programmatic impact on the sending school district, and the educational impact on the students in the sending district to ensure that the proposal is economically prudent for the city or town, and academically prudent for the proposed sending school district and for all students in the sending district.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the proposed charter, including Rhode Island Nurses Institute Middle College Charter School's (RINI) proposed academic model, public feedback, and the impact that the proposed charter would have on local communities. RIDE has concluded that the proposal submitted by RINI is both academically and economically prudent, and will result in high-quality academic opportunities for Rhode Island's students.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to approve Rhode Island Nurses Institute Middle College Charter School's proposal for an expansion to begin in school year 2021-2022.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview and a detailed overview of RINI's proposal
- Summary of the quality evaluation for the proposal
- RINI's Response to the Commissioner's recommendation
- RIDE's local impact analysis (educational, programmatic, and fiscal) for all projected enrolling communities
- Any local impact analyses submitted by the public pertaining to the proposal at hand

Telephone (401)222-4600 **Fax** (401)222-6178 **TTY** (800)745-5555 **Voice** (800)745-6575 **Website:** www.ride.ri.gov

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RINI Public Charter School

Commissioner's Recommendation & Proposal Overview

Commissioner's Recommendation: Approval

Summary of Proposal

Proposed Charter Overview			
Charter Type:	Independent	Year Expanding:	2021-22
Location of School:	Providence	Grade Level (At-Scale):	9-12
Enrolling Communities:	Statewide	Total New Seats Requested:	228

School Mission & Model	
School Mission:	"The mission of RINI is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future."
School Model:	RINI currently serves 272 students statewide in grades 9-12, and proposes to add 228 additional seats for a total enrollment of 500. The school prepares students for college and a career in nursing, and was originally established in 2011 in response to the lack of diversity in race and ethnicity of the Rhode Island nursing workforce as well as a projected shortage of registered nurses.

Proposed Expansion Enrollment			
Charter Year	School Year	Cohorts	Additional Seats
Year 1	2021-22	9-12	70
Year 2	2022-23	9-12	127
Year 3	2023-24	9-12	177
Year 4 (At-Scale)	2024-25	9-12	228

Overview of Public Comment	
Public Comment Period	September 29, 2020 to December 1, 2020
Public Hearings	Two public hearings were held virtually via Zoom for RINI: 1) October 21, 2020; 2) November 9, 2020
Summary of Received Public Comments	RIDE received 26 spoken and written comments during the public comment period. Of the 26 received public comments, 24 comments (92%) supported the proposal and 2 comments (8%) opposed the proposal.



RINI Public Charter School

Commissioner's Recommendation & Proposal Overview

Commissioner's Recommendation: Approval

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	The Commissioner recommends that the Council on Elementary and Secondary Education move to grant <u>approval</u> to RINI's proposal for expansion.
Key Recommendation Drivers:	<ul style="list-style-type: none"> As verified by SchoolWorks, an independent, nationally recognized reviewer, the RINI applicant group has provided a proposal that provides a clear and compelling rationale and explanation for how the additional seats will allow the school to further expand its reach. The applicant group demonstrates having consistent demand for the school, indicating that RINI receives close to 400 enrollment applications for approximately 60 ninth grade seats each year. In anticipation of the expansion, the school has revised its leadership structure (e.g., the establishment of director-level positions, academic department chairs, and grade level team leaders) to better meet the needs of the education program and the additional student capacity. The applicant group has garnered community support as evidenced by partnerships with more than 30 healthcare professionals and provider-based organizations who will provide internship opportunities for students and participate on school-based leadership teams and governing bodies, as well as letters of support from community members. While the applicant group acknowledges low student performance on the Scholastic Assessment Tests (SATs), as seen in the local impact analysis, they present compelling data regarding students' college-and-career-readiness and postsecondary successes that are aligned to the school's mission. For example, more than 90% of students are earning at least three college credits through dual enrollment, with some earning up to 27 college credits. Also, 65% of graduates earned healthcare workforce credentials. Additionally, in 2019, an average of 73% of RINI students entered college in the first year after graduation. Further, 50% of RINI graduates enrolled in college to pursue a nursing major, 17 students had graduated college (approximately half of whom completed a nursing or healthcare major), and 88% of all RINI graduates are still enrolled in college. The application was rated "yes" on 83.3% of the application standards, and "mostly" for 16.7% of the application standards evaluated by SchoolWorks in the quality evaluation. Family Demand: For the 2020-21 school year, there were 3,745 applications received from students in grades 9-12 residing in nine enrolling communities across the State. Only 514 seats were offered to these applicants. (See local impact analysis for a list of the enrolling communities.) <ul style="list-style-type: none"> Out of all the students in the enrolling communities in grades 9–12 who applied to a charter school in 2020, between 13% and 30% were offered a charter school seat. At-scale, RINI's enrollment represents between 0.04% and 1.1% of the students enrolled in the enrolling communities. According to March 2020 charter lottery data, 47% of more than 10,000 unique applications for charter school seats were applications from Providence families.

Request for Proposals for New Student Seats: **Evaluator's Guide**

Office of Charter Schools

Rhode Island Department of Education

2020 Review of New Seat Proposals: Expansions

Comment Summary Sheet

Name of Charter Proposal: Rhode Island Nurses Institute Middle College Charter School – 2020 Proposal for New Student Seats, Material Expansion Proposal

Evaluator Name: Megan Tupa

Date Completed: November 20, 2020

Summary of Comments			
Does this section meet the overall standard of quality?	NO	MOSTLY	YES
1. Cover Sheet			
2. Executive Summary			
3. Mission Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Proposed New Students and Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Community Need and Support	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Educational Program			
a. Track Record of Success	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Practices and Program Function	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. – i. Education Program Changes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Organizational Capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Finance and Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Variances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Charter School Program Intent to Apply	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Appendix A: Required Attachments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Submission	NO	MOSTLY	YES
<ul style="list-style-type: none"> Does the proposal adhere to all formatting and submission criteria, including: <ul style="list-style-type: none"> One-inch margins? 12-point font? A table of contents that references all sections of the narrative and all attachments? Page numbers on each page, including on attachments? 70 pages double-spaced, excluding attachments? 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A. Is the request free of typographical and grammatical errors?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Are citations used for all references and/or excerpts? (Footnotes requested as a citation style)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Upon evaluating the quality of the submitted proposal, interview, and the performance tasks, SchoolWorks recommends that the Rhode Island Department of Education consider recommending for approval the proposal submitted by Rhode Island Nurses Institute Middle College Charter School.

SchoolWorks acknowledges that the Commissioner's final recommendation to the Council on Elementary and Secondary Education will consist of a review of SchoolWorks' ratings, feedback, and recommendation regarding the quality of the proposal, a review of public comment, and a review of a local impact analysis.

Essential Strengths of the proposal:

- The applicant has a clear mission statement, "to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future." The proposed expansion, which requests to add student seats to the current 9-12-grade level structure (nearly doubling its enrollment over four years) to reach capacity by AY 2045-25 would provide Rhode Island Nurses Institute (RINI) Middle College Charter School the opportunity to realize its mission more fully.
- The proposal for expansion provides evidence of a demand, providing State data showing low rates of registered nurses who are ethnically and racially diverse and research supporting benefits to health care provided by individuals of similar race or ethnicity. In addition, the school has maintained a waitlist of more than 250 students for 9th grade seats the past three years. Although the school's catchment area is Statewide, it recruits and enrolls a diverse student body primarily from the State's urban core.
- The applicant has established relationships with external organizations and examined its internal capacity to manage change. The requested expansion has the support of the community as evidenced by partnerships with more than 30 healthcare professionals and provider-based organizations who provide internship opportunities for students, letters of community support, and participation of partners on school-based leadership teams and governing bodies. The proposal documents various opportunities for parent engagement in the school and students' education program. Finally, the applicant reports completing an internal reorganization and establishing a new organizational chart with a revised leadership structure, including the establishment of several director level positions, academic department chairs, and grade level team leaders, to better meet the needs of program and additional student capacity.
- The proposal includes indicators that the applicant states have contributed to the school's success and have promoted student achievement; however, the applicant neither explains why these indicators have resulted in reported successes nor how they will continue to result in successful outcomes for the school and its students in the future and through an expansion. During the interview, the applicant explained how the school was created to further develop the nursing workforce and the academic program is grounded in a post-secondary mindset and post-secondary outcomes. Opportunities such as nursing and healthcare content integrated into

core academic classes (e.g., epidemiology, anatomy through art), college dual-enrollment courses, internships that provide workforce credentials, and a capstone research project, provide training and professional experience for RINI students prior to entering a formal post-secondary program. The applicant expressed confidence that the practices and programming established at the school provides a solid foundation for student success and outcomes and will continue to yield similar results for new and existing students.

- The applicant group has provided a multi-year financial plan that is practical and realistic. The application budget does not appear to underfund any areas that would preclude the applicant group from successfully implementing the operational plan presented. Based on the plan presented, the school would not be in jeopardy of becoming insolvent or suffer from liquidity issues. The financial plan currently shows the school ending Year 1 (\$258K) through Year 5 (\$531K) with six-figure net incomes. Those surpluses on a year-to-year basis would allow the school to build a healthy reserve and remain solvent year-to-year. During the interview, the chief financial officer described how monthly reports (e.g., profit/loss, budget amendments) are provided to, and discussed with, the Board for monthly fiscal oversight, to ensure compliance and to monitor the school's progress toward meeting its financial goals.

Essential Concerns with the proposal:

- While the applicant presents some impressive statistics for students' college-and-career-readiness (e.g., students concurrently earning college credits and healthcare workforce credentials) and early indicators of postsecondary successes (e.g., students' college enrollment and graduation), performance on State tests and the Scholastic Aptitude Test (SAT) is low and below the average of sending districts and schools.
- The proposal for expansion describes the school's assessment system and some intervention strategies but does not elaborate on how either is designed to promote learning or monitor student learning on an ongoing basis. For example, the proposal states that all assessment information is housed in a central location for staff to access and some information is color-coded to easily identify students with specialized needs. While the proposal mentions intentional groupings, data-based intervention plans, and individualized learning plans, it does not clearly explain how the aforementioned strategies are implemented, monitored, or how they are designed to support and/or remediate students who are struggling. During the interview, the applicant group provided some additional information regarding its approach for addressing the needs of multilingual learners and students with disabilities, describing use of a push-in model, individualized instruction, and the Standardized Testing and Reporting (STAR) assessment for progress monitoring. When asked, the applicant cited changes to the school's approach as the addition of some more rigorous interventions through the curriculum. However, there is not a clear explanation as to the approach for schoolwide identification of students who are struggling, implementation of interventions, progress monitoring, or specialized services for students with disabilities.

By signing this Comment Cover Sheet, I hereby declare that I have reviewed and commented on the aforementioned request for charter school expansion, and that I have no known conflicts of interest with the individuals submitting the request.

Paige Gonzalez

Signature

11/20/2020

Date



R H O D E I S L A N D
**NURSES INSTITUTE
MIDDLE COLLEGE**
CHARTER SCHOOL

December 4, 2020

Barbara S. Cottam
Chair, RI Board of Education
RI Department of Education
255 Westminster Street
Providence, RI 02903-3400

RE: Rhode Island Nurses Institute Middle College Charter School Proposal Expansion

Dear Chair Cottam and Honorable Members of the Council on Elementary and Secondary Education,

Thank you for your consideration of the Commissioner's recommendation for approval of our school expansion proposal. This expansion will allow us to realize our mission more fully which is to ensure that the state has the well-educated diverse future nursing workforce needed to care for all Rhode Islanders. There is urgency in fulfilling this mission now more than ever as we are amidst a global pandemic that is disproportionately affecting minority and urban communities.

College Mindset

RINI Middle College is founded on the beliefs that fostering a growth and college mindset, a school culture of rigor, care, and nurturing, mastery of college level coursework, and socialization to the profession of nursing/health care will yield confidence, passion, determination, and a clear pathway for students to pursue college and a career in nursing/ health care. SAT scores are important, but not the only predictor of college preparedness and success.

Our Graduates

We are proud of the school's data points of success but more importantly driven by our student's stories and accomplishments. I would like you to meet some of [our graduates](https://rinimc.org/our-graduates/). (please click on **our graduates** to link to their stories or go to <https://rinimc.org/our-graduates/>)

- Jai-Ana Baker, BSN, RN
- Amber July, BSN, RN
- Aida Camey, CNA
- Dwight Osborne, EMT
- Marian Ramirez Hernandez, CNA

Demand

There is clear demand for our expansion and school model among parents, students, post-secondary institutions, and health care employers. The letters of support and public testimony, look few in numbers, but represent not only individuals that support our expansion but include the College of Nursing at the University of Rhode Island, the College of Nursing at Rhode Island College, the Department of Nursing at the Community College of RI, Lifespan, Care New England, and other various health care organizations and entities.

Measurement of Success

We measure success by the benchmarks of fulfilling our mission and our promise to students and families.

1. Are students college and career ready to pursue a degree in nursing/healthcare at high school graduation?
2. Are graduates enrolling in college, completing a degree, and working in the RI health care workforce?

The model has yielded the results intended and our outcomes can be found [here](https://rinimc.org/gradute-stats/) or at <https://rinimc.org/gradute-stats/>

Data collection post-RINI graduation is key to measuring the model's success. We continue to improve on this system but use the following data points

- National Student Clearing Houses- (national data base source for degree verification, college enrollment verification and student educational outcomes)
- DataSpark – the largest data warehouse in Rhode Island located on the URI campus
- Personal communication with graduates

I will be available to answer any of your questions at the December 8th meeting as you discuss our application. I am thankful for the Commissioner's confidence in our school model and team and encourage you to vote affirmatively on our expansion application.

Sincerely,

Pamela L. McCue, PhD, RN
Chief Executive Officer.



Rhode Island Nurses Institute Middle College Charter Local Impact Analysis for Charter Expansion Request Local Community: Statewide

Proposal Overview

Proposed Charter Overview			
Charter Type:	Independent	Year First Opened:	2011
Location of School(s):	Providence	Currently Approved Grades and Seats:	Grades 9-12 272 Seats
Enrolling Communities:	Statewide	Total New Seats Requested:	228

Summary of Proposal
<ul style="list-style-type: none"> Proposes a material expansion request to add 228 seats (for a total of 500 seats), as the school is currently approved for 272 seats The expansion will not affect the core educational program, which integrates nursing and health care knowledge in core academic subjects, and offers dual and concurrent college enrollment, authentic health care workforce experiences, and training courses in entry level patient care certifications and licenses There is evidence of demand, as each year they receive close to 400 applications for approximately 60 open seats Although the charter serves a statewide area, the school's mission and recruitment focus on serving urban students.

Current Approved Enrollment and Expansion Request				
Year	Current Grades	Total Approved Enrollment	Proposed Expansion Grades	Proposed Expansion Enrollment
2021-22	Grades 9-12	272	N/A	70
2022-23	Grades 9-12	272	N/A	127
2023-24	Grades 9-12	272	N/A	177
2024-25 (at scale)	Grades 9-12	272	N/A	228

Expansion Request Detail			
LEA	Currently Approved Enrollment ⁱ	Current % of Total Charter Approved Enrollment	Projected Net Increase in Students from Expansion at scale ⁱⁱ
RINI	272	-	+228
Enrolling Communities			
Bristol	2	1%	0
Central Falls	12	4%	10
Cranston	14	5%	5



Rhode Island Nurses Institute Middle College Charter Local Impact Analysis for Charter Expansion Request Local Community: Statewide

Cumberland	1	0%	0
East Providence	4	1%	0
Johnston	4	1%	6
Lincoln	1	0%	0
North Providence	8	3%	9
Pawtucket	28	10%	31
Providence	188	69%	150
Warwick	1	0%	3
West Greenwich	1	0%	0
West Warwick	0	0%	5
Woonsocket	7	3%	15

Enrollment Assumptions & Comparisonⁱⁱⁱ

Demographics of Enrolling Communities				
LEA	% Economically Disadvantaged	% Multi-Lingual Learners	% Differently-abled students	% Minority students
RINI	89.3	11.4	9.6	95.6
State	47.7	10.7	15.7	44.8
Projected Enrolling Communities				
Central Falls	95.0	48.0	20.8	85.7
Cranston	43.1	7.4	15.3	50.1
Johnston	43.8	6.7	16.8	33.5
North Providence	46.6	4.7	17.0	43.7
Pawtucket	72.4	15.0	17.1	63.9
Providence	84.5	33.1	14.7	91.8
Warwick	34.6	2.1	16.5	23.7
West Warwick	50.9	2.4	21.8	28.2
Woonsocket	27	11.3	74.9	59.1

How does the charter's projected enrollment fit within the overall portfolio of enrolling districts?									
Enrollment Category	CF	Cran.	John.	N. Prov.	Pawt.	Prov.	Warw.	W. Warw.	Woon.



Rhode Island Nurses Institute Middle College Charter Local Impact Analysis for Charter Expansion Request Local Community: Statewide

Total # of students enrolled in each district	2,878	10,302	3,258	3584	8,730	23,836	8,591	3,618	5,984
RINI's at-scale enrollment as a % of each enrolling community's enrollment	0.8%	0.2%	0.3%	0.5%	0.7%	1.4%	0.05%	0.1%	0.4%
Total # of students residing in each enrolling community ^{iv}	4,534	11,379	3,775	4052	11,052	29,650	9,910	3,797	6,762
RINI's at-scale enrollment as a % of total # of students residing in each enrolling community	0.5%	0.2%	0.3%	0.4%	0.5%	1.1%	0.04%	0.1%	0.3%

Educational & Programmatic Impact Analysis^v

2019 SAT 11th Grade Performance Comparison with Charter, District, and State Results

SAT Results	English Language Arts		Mathematics	
	Average Scale Score	% Students Meets/Exceeds	Average Scale Score	% Students Meets/Exceeds
RINI	430	20.3	421	6.8
State	483	50.5	474	31.2
Central Falls	390	14.1	386	6.1
Cranston	474	49.1	458	23.8
Johnston	471	42.0	459	20.3
North Providence	481	49.6	472	26.1
Pawtucket	424	27.8	414	9.4
Providence	425	25.5	414	14.8
Warwick	481	50.7	461	25.2
West Warwick	470	49.8	446	21.3
Woonsocket	442	33.1	420	12.5



Rhode Island Nurses Institute Middle College Charter Local Impact Analysis for Charter Expansion Request Local Community: Statewide

2019 SAT Subgroup Performance Comparison

SAT Results Demographic Breakdown	English Language Arts (% Meets/Exceeds)				Mathematics (% Meets/Exceeds)			
	All	Econ Disadv.	Multi- Lingual	Differently -abled	All	Econ Disadv.	Multi- Lingual	Differently -abled
RINI	20.34	18.25	*	*	6.78	*	*	*
State	36.48	22.45	7.93	6.06	29.76	15.68	6.28	5.02
Central Falls	14.1	12.6	**	**	6.1	5.8	**	**
Cranston	49.1	32.0	**	10.5	23.8	13.9	**	**
Johnston	42.0	37.2	*	7.7	20.3	14.5	*	**
North Providence	49.6	39.1	*	**	26.1	17.4	*	**
Pawtucket	27.80	25.3	**	**	9.40%	6.3%	**	**
Providence	17.22	15.2	5.5	11.4	11.92	10.4	**	**
Warwick	50.7	34.0	*	9.5	25.2	16.1	*	**
West Warwick	49.8	42.7	*	10.6	21.3	16.7	*	**
Woonsocket	33.1	22.6	**	7.8	12.5	6.2	**	**

Student Demand Analysis for Grade 9-12 Charter Seats ^{vi}										
	RINI	CF	Cran.	John.	N. Prov.	Pawt.	Prov.	Warw.	W. Warw.	Woon.
Number of 2020-21 Charter Applications by community for grades 9-12:	497	624	156	20	32	720	2,048	25	10	110
Number of 2020-21 Charter Seats Offered by community for grades 9-12:	58	86	47	*	*	98	266	*	*	17
What % of 2020-21 grades 9-12 lottery applicants by community were offered a seat?	12%	14%	30%	-	-	14%	13%	-	-	15%



Rhode Island Nurses Institute Middle College Charter Local Impact Analysis for Charter Expansion Request Local Community: Statewide

Fiscal Impact Analysis

Educational funding dollars follow each child to the school of their choice. The following analysis projects the total amount of funding that would follow students to the school of their choice, commensurate with the size of the requested expansion.

FY2024-25 (When RINI Expansion Reaches At-Scale) Pupil Funding Projections					
LEA	Projected Charter Net Increase in Students	Projected per-pupil Local Share Funding for each student ^{vii}	Projected per-pupil total funding (local+state+federal) for each student ^{viii}	Projected Total Pupil Funding, commensurate with the requested expansion	Projected Total Withholding for Fixed or Unique Costs (to district) ^{ix}
Central Falls	+10	\$3,151 per-pupil	\$19,463 per-pupil	\$194,630	\$2,370
Cranston	+5	\$8,277 per-pupil	\$16,028 per-pupil	\$80,140	\$3,115
Johnston	+6	\$10,133 per-pupil	\$16,700 per-pupil	\$100,201	\$6,078
North Providence	+9	\$7,874 per-pupil	\$15,583 per-pupil	\$140,247	\$8,586
Pawtucket	+31	\$2,664 per-pupil	\$14,918 per-pupil	\$462,458	\$8,029
Providence	+150	\$4,250 per-pupil	\$18,056 per-pupil	\$2,708,400	\$48,000
Warwick	+3	\$12,964 per-pupil	\$18,165 per-pupil	\$54,495	\$2,928
West Warwick	+5	\$8,089 per-pupil	\$17,255 per-pupil	\$86,275	\$3,044
Woonsocket	+15	\$2,232 per-pupil	\$15,701 per-pupil	\$235,522	\$4,320

Key implication: RIDE projects on an annual basis by FY2024-25, commensurate with the expansion requested by RINI at-scale, total funding of \$4,062,368 to be generated by students across Rhode Island. RIDE projects this \$4,062,368 to be generated by students distributed as projected in RINI's expansion proposal. Students from 2 sending communities – Pawtucket and Providence – would generate 77.3% of the \$4,062,368. Students from each respective remaining community would all generate less than 10% per community of the \$4,062,368.

ⁱ Current at-scale enrollment based off 2019-20 Average Daily Membership

ⁱⁱ Future year enrollment projections by community based off of projected enrollment in the proposal

ⁱⁱⁱ Enrollment Assumptions and Comparison based off 10/1/19 reported data publicly available through RIDE's FRED database.

^{iv} Inclusive of independent and catholic schools as available through RIDE's FRED database.

^v Academic Outcome data is based off published assessment results for 2019 available through the public Rhode Island Assessment Data Portal. *Data is suppressed to ensure confidentiality because the minimum reporting size requirement (10 students) is not met. **Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.

^{vi} Demand analysis is based on the most recent lottery data available through the RIDE Charter School Applicant Report. *Reporting sizes of less than 10 are suppressed for student privacy.

^{vii} Assumes constant Local per-pupil funding, constant net of withholdings for fixed or unique costs.

^{viii} Assumes constant state per-pupil funding. Federal funding assumed constant and based off district averages

^{ix} Withholding for fixed or unique costs is the greater of: a) 7% of the per-pupil local share funding; or, b) the per-pupil value of the district's fixed or unique costs minus the average expenses incurred by charter schools for those same fixed or unique costs. Assumed constant in projections.